

SELF EVALUATION OVERVIEW POWERSTOCK CE VA SCHOOL

Information	
Context	
<p>We are a small rural primary school with 57 pupils in 3 class bases: Burton Class (Yr R,1,2), Cogden Class (Yr 3,4) and Seatown Class (Yr 5,6) Our PAN is 10. We are proud to be part of the West Dorset Schools Collaboration which has 8 primary schools and Beaminster Secondary School. The Headteacher has been in post since January 2016. Teachers are experienced and work effectively together. The EYFS/Yr1/2 teacher is also the SENCo. The teachers (HT and main scale teacher) in Yr3/4 share the class on a 2:3 day week. In January 2018 the school implemented a staffing restructure.</p> <p>Almost all our pupils are white British. We have five pupil premium pupils and 1 pupil who speaks EAL.</p>	
Overall Effectiveness	
<p>Good (Ofsted March 2018). SIAMS inspection December 2016 was Good.</p>	
Areas on school development plan	
<ul style="list-style-type: none"> • Writing – opportunities for writing in lower school as well as spelling opportunities in all writing/cross curricular AND focus on boys' writing following Writing progress for Year 6 2018 at -8%. • Implement new tracking system to work alongside SPTO. • Persistent absence measures working alongside local schools • Governor development with focus on safeguarding strategic lead. 	
Progress made on previous inspection action points (March 2018)	
<ul style="list-style-type: none"> • Further improve pupils' outcomes and raise attainment by: <ul style="list-style-type: none"> – embedding the work done on mathematical fluency and developing opportunities for pupils to reason and apply their mathematical knowledge and skills – continuation of work done towards X tables and number fluency through "carousel" activities and learning pockets in maths lessons. – embedding the systems to develop pupils' spelling so that they can apply their strong phonic awareness and use known words in their writing – providing more opportunities for younger pupils to practise their writing skills in a range of contexts. Added scenarios for writing including slate at Forest School site and clip boards in Burton garden. • Further strengthen leadership and management by: <ul style="list-style-type: none"> – developing a system for tracking pupils' attainment and progress that more accurately meets the needs of the school and its pupils Holistic tracking system being developed throughout Autumn '18 term. – ensuring that development planning focuses precisely on the impact that actions are expected to have on raising pupils' outcomes New SDP reflects measurable and exact success criteria. – developing governors' strategic oversight of safeguarding by adding additional rigour to their monitoring of the school's procedures. New SDP thread for developing knowledge and monitoring. • Continue to raise the attendance for all pupils in the school, and especially those with persistently high rates of absence. SDP priority continued. 	
Leadership and Management	Grade: 2
Strengths	Next Steps
<ul style="list-style-type: none"> • School improvement is closely linked to dynamic discussion around teaching and professional development where initiative and innovation lead an exciting curriculum and children make good progress from various starting points. • Ofsted Mch '18 highlighted outstanding pastoral care for all children. Behaviour is very good based on our deep Christian value based ethos. • Safeguarding is embedded in daily practice and is a priority for staff. • Governors provide strong systematic support for areas including SEND, Finance, Safeguarding, Esafety and SDP Key priorities; staff are supported in an climate enabling achievement for all children. 	<ul style="list-style-type: none"> • Continue whole school strategies to ensure expected and detail measurable progress for all groups across the curriculum particularly in writing and maths. • Develop and embed holistic tracking system for all pupils. • Strengthen link with governors on safeguarding.
Teaching, learning and assessment	Grade: 2/1
<ul style="list-style-type: none"> • Experienced teachers deliver highly effective lessons where children learn with a positive attitude. • IT learning school and Forest School initiative ensure all children thrive in their learning. • Dedicated staff team work closely to monitor children's progress through robust tracking systems in core subjects. • Inclusive ethos means that the vast majority of our SEND pupils make improvements in progress over time. Excellent, experienced Senco provides effective management of SEND. 	<ul style="list-style-type: none"> • Continue to implement Fluency and U&A approach to raise attainment in all children. • Create opportunities for younger children to write throughout their learning experience. Expand cross curricular writing experience using phonic knowledge more effectively. • Develop work with WDSC through Jurassic Maths Hub. Monitor girls' progress in Maths. Facilitate Maths middle lead through time and CPD.
Personal development, behaviour and welfare	Grade: 1
Behaviour:	
<ul style="list-style-type: none"> • Pupils have excellent attitudes to learning and are proud 	<p>We are to further develop our School Council involvement in 2018/19 to make</p>

<p>of their achievements and their school.</p> <ul style="list-style-type: none"> • Pupils are respectful, well behaved and thrive in an orderly school environment. <p>Personal development and welfare:</p> <ul style="list-style-type: none"> • Pupils are supportive and respectful towards one another. Bullying is rare but effectively dealt with. • Questionnaires show they feel very safe and know how to stay safe. 	<p>improvements, increasing enterprise with pupils.</p> <p>Improve attendance to raise % above 95 including persistent absence from term time holiday/travelling.</p> <p>Continue to develop pupil and parent surveys Autumn/Spring 2019</p>
<p>Outcomes</p>	<p>Grade: 2</p>
<p>Early Years</p>	<p>Grade: 2</p>
<ul style="list-style-type: none"> • Children are highly motivated by the interesting and well planned activities. • Excellent teacher of managing 3 cohorts supported by experienced HLTA. • Children are confident and quickly develop independence. <p>Progress was made with 78% reaching a good level of development in Maths and PSE. Cohort includes 33% speech and language difficulties, 1 child with EHCP.</p>	<ul style="list-style-type: none"> • Improve ELG attainment in EYFS. • Ensure at least 9% conversion from EYFS to expected or greater depth at end of Year 1.